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ABSTRACT

This guide is intended for use by superintendents, district directors of instruction, curriculum writers, principals, and teachers in identifying and selecting instructional television (ITV) and radio resources that will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and continuing objectives of the Basic Skills Assessment Program (BSAP) for South Carolina schools. Resources for ITV and radio are grouped under the following subject areas: (1) language arts; (2) foreign language; (3) mathematics; (4) natural science; (5) social studies; (6) music; (7) health and safety; (8) guidance; (9) education for the handicapped; and (10) substance abuse. Additional ITV subject areas include: environmental studies, computer education, drama and dance, art, fine arts, physical education, driver education, career and vocational education, and home economics. Titles are organized by grade level (elementary, middle-junior high, or secondary), and information for each title includes the curriculum need addressed by the program, series title and grade level, and descriptive comments. Resources having Basic Skills Assessment Program applications are also identified in the comments section. Two tables are provided for referencing ITV and radio resources to BSAP continuing objectives in communications skills and mathematics. (JB)

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1985–1986

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curriculum guide

office of instructional technology
tv& radio resources in the defined minimum program

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ITV and Radio Resources
in the Defined Minimum Program

1985-86
Curriculum Guide

A guide for use of Instructional Television and Radio Programs presented over the South Carolina Educational Television and Radio Networks, in meeting curriculum needs in elementary, junior high and senior high levels of instruction.

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Use of This Guide

ITV AND RADIO RESOURCES IN THE DEFINED MINIMUM PROGRAM CURRICULUM GUIDE is designed for use by superintendents, district directors of instruction, curriculum writers, principals and teachers in identifying ITV and Radio resources which will aid their schools in meeting specific instructional requirements of the Defined Minimum Program and continuing objectives of the Basic Skills Assessment Program (Act 631). It also aids in selection of those resources which will help classroom teachers meet curriculum needs identified by curriculum consultants of the Department of Education to be of significant concern in South Carolina schools.

Other suggested uses of the guide include:

a. Curriculum planning at all levels—classroom, school or district.
b. Development of school-wide programs and approaches to meet curriculum goals.
c. Resource Room/Media Center planning.
d. Identification of resources for special groups such as the handicapped and the exceptional child.
e. Incorporation of ITV and Radio resources into curriculum guides.
f. Justification for expanding television or radio reception.

The State Board of Education approved as instructional resources for 1985-86 one-hundred and seventy nine (179) instructional television series and fifty-two (52) instructional radio series referenced in this guide. A description and telecast schedule for each of the two-hundred and thirty-one (231) series may be found in the South Carolina Instructional Television and Radio Resources Book for 1985-86.

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Reference Table for ITV Resources Applicable to Basic Skills Assessment Program (Act 631) Continuing Objectives

The Basic Skills Assessment Program (Section 1-a of Act 631 of 1978) has identified eleven continuing objectives in communications skills and five in mathematics. These objectives and applicable instructional television resources are identified in the following table. Resources having Basic Skills Assessment Program applications are also identified under comments for each subject area and grade level in the main body of this booklet.

Table For Referencing ITV Resources To Basic Skill Assessment Program (BSAP)

Continuing Objective	Elementary	Middle/Jr. High	Secondary
Reading			
Decoding and Word Meaning (1)	LETTER PEOPLE READALONG 1 (1) READALONG 2 (2) WORDSMITH (5-8) GETTING THE WORD (6-12)	 WORDSMITH (5-8) GETTING THE WORD (6-12)	 GETTING THE WORD (6-12) WATCH YOUR LANGUAGE (9-12)
Main Idea	OUR LIVING LANGUAGE (4-6)	OUR LIVING LANGUAGE (4-6) IN OTHER WORDS (7-8)	
Reference Usage	THINKABOUT (5-6) TOMES AND TALISMEN (6-8)	THINKABOUT (5-6) TOMES AND TALISMEN (6-8)	
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Analysis of Literature	READIT (3) READING RAINBOW (2-5) FROM THE BROTHERS GRIMM (K-12)	THE SHORT STORY (7-12) FROM THE BROTHERS GRIMM (K-12)	THE SHORT STORY (7-12) AMERICAN LITERATURE (9-12) FROM THE BROTHERS GRIMM (K-12) SHORT STORY SHOWCASE (11-12) HUMANITIES (9-12)
Writing			
Handwriting	CURSIVE HANDWRITING A & B (2-3)		
Mechanics	THE WRITE CHANNEL (3-4) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	 OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	SECONDARY GRAMMAR (9-12) WRITE ON (6-12)
Word Usage	READ ALLABOUT IT (4-6) YOU CAN WRITE ANYTHING! (3-6)	READ ALLABOUT IT (4-6)	

Continuing Objective	Elementary	Middle/Jr. High	Secondary
Sentence Formation	THE WRITE CHANNEL (3-4) YOU CAN WRITE ANYTHING! (3-6) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	IN OTHER WORDS (7-8) OUR LIVING LANGUAGE (4-6) WRITE ON (6-12)	WRITING FOR A REASON (12) WRITE ON (6-12)
Composition	THE WRITE CHANNEL (3-4) YOU CAN WRITE ANYTHING! (3-6) OUR LIVING LANGUAGE (4-6) ZEBRA WINGS (5-8) WRITE ON (6-12)	OUR LIVING LANGUAGE (4-6) ZEBRA WINGS (5-8) WRITE ON (6-12)	WRITING FOR A REASON (12) IN OTHER WORDS (7-8) WRITE ON (6-12)
Mathematics			
Concepts	TWO PLUS YOU (1) MATH MAKERS II (4-6) MATH PATROL II (2) MATH PATROL III (3-5) IT FIGURES (4) MATHEMATICAL RELATIONSHIPS (4-6) MATH MATTERS (5-8)	MATH MAKERS II (4-6) MATHEMATICAL RELATIONSHIPS (4-6) MATH MATTERS (5-8)	
Operations	MATH PATROL II (2) MATH PATROL III (3-5) MATH CYCLE (3) MODERN MATH (5-8)	MODERN MATH (5-8)	
Measurement	MEASUREMETRIC (4-6) THE METRIC SYSTEM (5-8)	MEASUREMETRIC (4-6) THE METRIC SYSTEM (5-8)	
Geometry	MATH PATROL II (2)	LANDSCAPE OF GEOMETRY (8-10)	LANDSCAPE OF GEOMETRY (8-10) GEOMETRY (10-11)
Problem Solving	IT FIGURES (4) MATH WORKS (5) THINKABOUT (5-6)	THINKABOUT (5-6)	A READING APPROACH TO MATH (9-12)

Instructional Television Resources

Subject Area: Language Arts*

Level: Elementary

Defined Minimum Program: Grades 1-3, 550 minutes weekly; Grades 4-6, 500 minutes weekly.
*At least 50 percent of the instructional time in language arts for grades 5-6 must be devoted to the teaching of composition and grammar.

Basic Skills Assessment Program reading objectives adopted under this program: decoding and word meaning, detail, main idea, reference usage, inference, analysis of literature.

Writing objectives are: handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Supplement initial instruction in decoding skills.	LETTER PEOPLE (1)	LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening, spelling, writing and reading skills. Applicable to BSAP decoding objective.
2. Strengthen interrelated language arts skills in listening, speaking, reading and writing.	READALONG 1 (1)	READALONG 1 uses animation, puppets and music to make learning to read fun. Repetition of words, phrases and sentences are put into meaningful and humorous situations that make activity stimulating even to reluctant learners. Applicable to BSAP decoding objective.
	READALONG 2 (2)	READALONG 2 encourages vocabulary building, writing and listening skills, as well as speech and reading. Several indicators have shown that the constant repetition of words, the many approaches to word-attack skills, and the recurring reminders of varied uses of reading motivate children and directly assist in improving their communications skills. Applicable to BSAP decoding objective.
	THE WORD SHOP (2-3)	THE WORD SHOP places major emphasis on the language development sequence of listening, speaking, reading and writing.
	READ ALL ABOUT IT (4-6)	This series promotes the importance of reading and writing. It emphasizes immediate on-screen reading skills and encourages classes to produce a newspaper like series' own CHRONICLE.
	SPEAKEASY (6-12)	SPEAKEASY is designed to teach students public speaking and debating skills. Series borrows issues, information and concerns from all areas of the curriculum and life, becoming an enjoyable and informative motivator that gets kids talking effectively.
3. Improve use of synonyms and general vocabulary knowledge.	THE WORDSMITH (5-8)	The focus in this series is on student vocabulary development, incorporating terms from special vocabularies in such areas as science, math and social studies. Applicable also to BSAP word meaning objective.
4. Improve beginning composition skills.	THE WRITE CHANNEL (3-4)	Students are taught writing skills by a method wherein short, choppy sentences are combined and improved. In word animation sequences, students see a gloved hand moving words, combining words and making appropriate changes in capitalization and punctuation. Applicable to BSAP composition objective.

	YOU CAN WRITE ANYTHING! (3-6)	The skill of writing well is developed by practice, encouragement and motivation. YOU CAN WRITE ANYTHING! supports this writing process, incorporating the theory that children should be given frequent and varied opportunities to see themselves as authors The series uses many strategies that teachers may easily incorporate within their own writing programs. Applicable to BSAP word usage, sentence formation and composition objectives.
	WRITE ON (6-12)	WRITE ON programs concentrate on single concepts in writing and grammar in each 5-minute program unit.
5. Improve grammatical skills. Far too many students advance to high school without a mastery of grammatical skills.	OUR LIVING LANGUAGE (4-6)	This series assists students in mastering grammatical skills early and aids teachers in meeting DMP requirements for this subject. OUR LIVING LANGUAGE has been carefully planned to promote writing and speaking skills through the study of grammar, punctuation, sentence structure and story development. Applicable to BSAP writing mechanics objective.
	WRITE ON (6-12)	WRITE ON programs concentrate on single concepts in writing and grammar in each 5-minute program unit. Applicable to BSAP writing mechanics objective.
6. Develop ability to write legibly.	CURSIVE HANDWRITING A and B (2-3)	Series assists in making the transition from manuscript to cursive writing an easy and enjoyable experience. The series is available for both the Zaner-Bloser and the Palmer method of handwriting. It thereby assists students in printing legible words or sentences following the model in each districts' adopted handwriting program. Applicable to BSAP handwriting objective.
7. Strengthen students' thinking/reasoning abilities.	THINKABOUT (5-6)	This series blends skills from various subject areas and presents them within a framework based on the reasoning process. Situations common to the lives of fifth and sixth graders are the context for learning. Applicable to BSAP inference objective.
8. Provide opportunity to apply reading skills taught and to develop literary appreciation.	READING RAINBOW (2-5)	READING RAINBOW involves and motivates children to read good literature for themselves. Program selections are from the best available books for children. Applicable to BSAP analysis of literature objective.
	FROM THE BROTHERS GRIMM (K-12)	The series stimulates interest and understanding in folk literature and presents classic folktales to contemporary children and adolescents in an accessible format. Applicable to BSAP analysis of literature objective.
	ABOUT BOOKS: PRIMARY (1) ABOUT BOOKS: INTERMEDIATE (4-6)	ABOUT BOOKS: PRIMARY AND INTERMEDIATE are designed to involve children in independent reading. Only parts of stories are told, thus stimulating the child's interest to read the book himself.
	BOOKBIRD (4)	BOOKBIRD motivates children to read a selection of 16 books through narration and lively art work.
	READIT (3)	READIT serves as a kind of "electronic librarian" guiding third graders to a wide variety of appealing fiction and non-fiction books.
	THE BEST OF COVER TO COVER I (4-5) THE BEST OF COVER TO COVER II (5-6)	The primary objective of these twin series is to motivate children to read good literature for a leisure activity. Many librarians coordinate their book orders with selections featured on the programs.

	STORY BOUND (5-6)	STORY BOUND is a blend of 20th century classics including six Newbery Award winners and the best of current fiction for sixth graders.
9. Develop cultural appreciation.	GATHER ROUND (1-3)	This series presents a variety of colorfully illustrated fairy tales, legends and folklore from around the world to give primary level students a background in these areas of literature.
10. Develop library research and reference skills.	TOMES and TALISMAN (6-8)	Traditional library and reference skills are taught through creative television programs requiring students to use materials in the library to solve problems and achieve solutions to mysteries. Applicable to BSAP reference usage objective.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly.

A. At least 50 percent of instructional time in language arts for grades 7-8 must be devoted to the teaching of composition and grammar.

B. Special instruction in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This may be offered as part of the regular language arts program.

Basic Skills Assessment Program: Reading objectives adopted under this program are decoding and word meaning, detail, main idea, reference usage, inference and analysis of literature.

Writing objectives are: handwriting, mechanics, word usage, sentence formation, composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve the interrelated skills of listening, speaking, reading and writing.	IN OTHER WORDS (7-8)	This series stresses the communication skills of attentive listening, interviewing, presenting and composing.
	ZEBRA WINGS (5-8)	ZEBRA WINGS helps teachers meet DMP language arts requirement of devoting 50 percent of this instruction to teaching of composition and grammar. It provides high motivation for students to produce creative writing. Applicable to BSAP composition objective.
	WRITE ON (6-12)	Each five-minute program on writing and grammar concentrates on a single concept. The series is designed for anyone 12 years old and up. Applicable to BSAP composition objective.
	SPEAKEASY (6-12)	SPEAKEASY is designed to teach students public speaking and debating skills. Series borrows issues, information, and concerns from all areas of the curriculum and life, becoming an enjoyable and informative motivator that gets kids talking effectively.
2. Provide high-interest reading development resources for the older student. There is a need for appealing and effective resources for providing special instruction prescribed by the DMP to older students who read two or more levels below grade placement.	GETTING THE WORD (6-12)	This series uses high-interest topics such as music, camping and car racing to teach skills to older students. Lessons feature much student participation. Skill exercises for pre-lesson placement and post-lesson exercises are provided. Applicable to BSAP decoding and word meaning objective.
3. Strengthen vocabulary development.	WORDSMITH (5-8)	WORDSMITH provides a consistent, well-organized and interesting basic resource for vocabulary development. WORDSMITH is a television series to be avoided if you don't want students to become hooked on words. Applicable to BSAP word meaning objective.

4. Provide opportunity to apply reading skills taught and to develop literary appreciation.	MATTER OF FICTION (7-8)	Just enough of a book's plot is dramatized by each MATTER OF FICTION lesson to spark student interest in checking them out from the library. It presents books for the purpose of enjoyment and to encourage leisure reading important to real mastery of reading skills.
	STORY BOUND (5-6)	STORY BOUND is a blend of 20th century classics including six Newbery Award winners and the best of current fiction for sixth graders.
5. Develop library research and reference skills.	TOMES AND TALISMAN (6-8)	Traditional library and reference skills are taught through creative television programs requiring students to use materials in the library to solve problems and achieve solutions to mysteries. Applicable to BSAP reference usage objective.
Supplemental/Enrichment Resources		
	TUNED IN (6-8)	TUNED IN is designed to equip students with the information and insights to become more alert and selective television viewers.
	POETRY ALIVE (7-12)	POETRY ALIVE is designed to help both educators and students communicate in an open and positive way.

Level: Secondary

Defined Minimum Program: Course opportunities with a minimum of six units including courses in remedial reading, and English I, II, III will be offered. At least 50 percent of instructional time in courses used for graduation requirements must be devoted to the teaching of composition and grammar. Typical learning experiences to be provided include communication skills, in-depth study of literature, creative writing, literature enjoyment and appreciation, oral and written self-expression, instruction guaranteeing reading and writing skills.

Basic Skills Assessment Program: reading objectives adopted under this program include decoding and word meaning, details, main idea, reference usage, inference and analysis of literature.

Writing objectives are handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Improve compositon skills.	WRITING FOR A REASON (12)	This composition course concentrates on basic writing skills such as choosing and shaping a thesis, planning a composition, composing effective sentences, paragraphs and essays. The resource is highly supportive of DMP guidelines to provide instruction guaranteeing writing skills. Applicable to BSAP composition objective. Recommended for advanced high school seniors only.
	IN OTHER WORDS (7-8)	This series promotes communication skills through emphasizing getting ready, organizing ideas, giving meaning to messages and evaluating. Applicable to BSAP composition objective.
	WRITE ON (6-12)	WRITE ON serves as an aid in guaranteeing writing skills by presenting appealing single concept programs on writing and grammar. The series is designed for anyone 12 years old and up. Applicable to BSAP composition objective.
2. Improve speaking skills.	SPEAKEASY (6-12)	SPEAKEASY is designed to teach students the fundamentals and finer points of speech and debate. It introduces students to the basic skills of successful communication and offers witty ways to promote speech and debate in the classroom.
3. Stengthen grammatical skills. Far too many students advance to high school without a mastery of grammatical skills.	WRITE ON (6-12)	Series is also a BSAP writing mechanics resource.

	SECONDARY GRAMMAR (9-12)	This series helps meet DMP requirement for devoting course content to teaching composition and grammar. The series treats the basic skill of grammar and its usage on a secondary level. Lessons on parts of speech, word order, punctuation and capitalization will help students gain this needed mastery of grammar. Applicable to BSAP writing mechanics objective.
4. Provide appealing resources for secondary students needing remedial reading instruction.	GETTING THE WORD (6-12)	This series is useful for basic instruction in remedial reading and, as such, will help schools meet the DMP requirement for providing remedial reading course opportunities. Applicable to BSAP decoding and word meaning resource objective. GETTING THE WORD is an award winning resource designed to capture the interest of older, poor, or non-readers. It is designed to move students step-by-step to gain basic reading skills.
5. Provide opportunity to apply reading skills taught, and to develop literary appreciation.	A MATTER OF FACT (7-10)	The commentary and film sequences of this widely acclaimed series are designed to stimulate the student to seek out and read the books featured on the programs. Many librarians coordinate their book orders with the selections.
6. Ability to use word recognition skills and determine the meaning of words.	WORDSMITH (5-8)	WORDSMITH is being well used at the high school level because of its value as a well-organized and interesting basic resource in vocabulary development. Applicable to BSAP word meaning objective.
	WATCH YOUR LANGUAGE (9-12)	Series presents new vocabulary in its natural context and settings while focusing on areas of interest to secondary students. It assists in meeting the curriculum need by illustrating word analysis strategies. Applicable to BSAP decoding and word meaning objective.
7. Strengthen non-testable abilities such as the appreciation of literature and the motivation to read.	SHAKESPEARE (10-12)	William Shakespeare wrote his plays to please an audience that was neither very sophisticated nor literary; he wrote for people, not coteries. These plays are brought back on the same plain terms to a mass audience. The visual portion of the programs are rich in their use of television as a medium while the language and drama are pure Shakespeare.
	SHORT STORY SHOWCASE (11-12)	SHORT STORY SHOWCASE brilliantly dramatizes literary masterpieces by famous writers and helps students appreciate good literature. The teacher's guide outlines discussions for development of critical reading skills. The series assumes some maturity on the part of the student. Applicable to BSAP analysis of literature objective.
	HUMANITIES (9-12)	HUMANITIES seeks to convey the total effect of English, literature, art, philosophy and politics through the development of our culture. Applicable also to BSAP analysis of literature objective.
	THE SHORT STORY (7-12)	THE SHORT STORY stimulates an interest in reading the works of selected 19th century American short story writers and compares their works with the best writers of other countries. Applicable to the BSAP analysis of literature objective.
	AMERICAN LITERATURE (9-12)	This series acquaints the student with selected authors and writings, communicates literary tone or artistic excellence, and generates interest in American Literature. Applicable to BSAP analysis of literature objective.

Supplemental/Enrichment Resources

TUNED IN (6-8)	TUNED IN is designed to equip students with the information and insights to become more alert and selective television viewers.
POETRY ALIVE (7-12)	POETRY ALIVE is designed to help both educators and the students communicate in an open and positive way.

Subject Area: Foreign Language

Level: Middle-Junior High

Defined Minimum Program: At least one elective of an occupational nature shall be offered for 36 weeks with a minimum of 150 minutes weekly. (This course may be a foreign language offering.)

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic texts, providing stimulus for early interest in language study.	PARLEZ-MOI (6-12)	PARLEZ-MOI is aimed primarily at English-speaking ten-to-fifteen-year-olds in their first or second year of French. Vocabulary and grammar are presented cumulatively, gradually building in difficulty as the series progresses. The programs are built around everyday situations involving a character called "Sol" who, although a fluent French speaker, has all the innocence of a newborn baby. His utter gullibility gets him into scrape after scrape--in a restaurant, on the telephone, going through customs, and so on. By their very nature, Sol's naive reactions weave a dialogue that is both simple and repetitive.

Level: Secondary

Defined Minimum Program: All accredited high schools will include at least two years of a foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses when not practical to offer two levels concurrently.

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic texts, providing stimulus for early interest in language study.	PARLEZ-MOI (6-12)	PARLEZ-MOI is aimed primarily at English-speaking ten-to-fifteen-year-olds in their first or second year of French. Vocabulary and grammar are presented cumulatively, gradually building in difficulty as the series progresses. The programs are built around everyday situations involving a character called "Sol" who, although a fluent French speaker, has all the innocence of a newborn baby. His utter gullibility gets him into scrape after scrape--in a restaurant, on the telephone, going through customs, and so on. By their very nature, Sol's naive reactions weave a dialogue that is both simple and repetitive.
	GUTEN TAG (10-12)	What these two series do best is provide a resource for diversifying the basic texts, and the most successful foreign language teachers are those who go beyond the basic text. These series give students a longer time to work with given grammar structures for better mastery especially when used in conjuction with the activity supplement which offers many activities leading to performance skill rather than mere response patterns.
	GUTEN TAG WIE GEHT'S (10-12)	

		Culturally, these programs with authentic scenes and language can provide a springboard for discussion of values, attitudes and customs that they depict. Based on "duplicate teacher" format.
2. Provide intermediate level supplemental resources for very small schools with a combined level program.	GUTEN TAG WIE GEHT'S (10-12)	To help meet this need, GUTEN TAG can be used as a major curriculum component for first year classes, or as a resource for second year students who will then work independently on the supplemental activities. Where second and third year students are combined, advanced students can organize supplemental activities for second year students. Also for this situation, GUTEN TAG WIE GEHT'S could be used as described above for third year students. (Note: GUTEN TAG WIE GEHT'S has no activity supplement, but has a commercial handbook of exercises available on request--one copy per instructor please. Write: GUTEN TAG WIE GEHT'S/ 206 Rutledge Building/ Columbia, S.C. 29201.)

Subject Area: Mathematics

Level: Elementary

Defined Minimum Program: Grades 1-3, 225 minutes weekly; Grades 4-6, 250 minutes weekly.
Basic Skills Assessment Program: mathematics objectives adopted include concepts, operations, measurement, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Motivational math instruction. Methods and techniques should provide for active involvement of students in the learning process. After concepts and skills are learned, methods should include drill that is couched in games and novel approaches where possible.	TWO PLUS YOU (MATH PATROL I) (1)	TWO PLUS YOU is designed for use in the initial stage of mathematical understanding. As a television resource, it is particularly useful in bridging the gap between concrete and abstract. Applicable to BSAP mathematical concepts objective.
	MATH PATROL II (2)	Based on new research, the programs present ideas in a highly visual manner to help develop comprehension of basic math skills, to reinforce existing knowledge and to stimulate interest in mathematics. Applicable to BSAP mathematical concepts objective.
	MATH PATROL III (3-5)	Research shows that MATH PATROL II and MATH PATROL III are very effective tools for teaching math to children in the primary grades. They give teachers the opportunity to add extra excitement to the math curriculum and allow them to tap the overwhelming attractiveness of the television medium to teach an extremely important subject.
2. Improvement in basic math skills.	MATH CYCLE (3)	MATH CYCLE focuses on critical concepts necessary for the development of all mathematical skills. Skills included in the programs are those which must be clearly understood by each learner who is to experience future mathematical success.
	IT FIGURES (4)	IT FIGURES assists fourth graders in the development of mathematical skills, understanding mathematical ideas and in communicating about mathematics. Applicable to BSAP mathematical concepts objective.
	MATH MAKERS II (4-6)	MATH MAKERS II is based on a story magazine format and each lesson focuses on a particular math concept. Applicable to BSAP mathematical concepts objective.

	MATHEMATICAL RELATIONSHIPS (4-6)	This series produces a deeper comprehension and a fascination for numbers and number relationships. Applicable to to BSAP mathematical concepts objective.
3. Improvement in measurement skills.	MEASUREMETRIC (4-6)	MEASUREMETRIC is a television series in the area of metric education. Program design is process oriented with measurement concepts developed in a sequential format. Applicable to BSAP mathematical measurement objective.
	IT FIGURES (4)	IT FIGURES involves students in applying mathematical problem solving strategies to real life problems. Applicable to BSAP problem solving objective.
	VOYAGE OF THE MIMI (3-7)	Series is a continuing dramatic story dealing with the adventures of a group of young people doing whale research in the Northwest Atlantic. Segments deal with scientific and mathematic concepts encountered in the drama.
4. Improvement in reasoning skills.	THINKABOUT (5-6)	THINKABOUT is designed to help develop and strengthen student reasoning and study skills and to improve and extend their mathematics and communication skills. Programs and printed material motivate viewers to participate actively in the learning process so that skills will be acquired by students, not imposed on them. Applicable to BSAP mathematical problem solving objective.
	MATH WORKS (5)	This series strengthens problem solving skills. Applicable to BSAP problem solving objective.
Supplemental/Enrichment Resources		
	PASS IT ALONG (4-5)	Each program in the series features an artist who expresses himself in a different artistic medium but each artist is concerned with and inspired by the natural beauty of our environment. Topics covered are photography, dance, performance, painting, architecture, writing and music. The series blends scientific, artistic and environmental concepts.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly. Basic Skills Assessment Program: mathematics objectives adopted under the Basic Skills Assessment Program include: concepts, operations, measurements, geometry, and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Improvement of geometry skills.	LANDSCAPE OF GEOMETRY (8-10)	This series shows students how geometry is used to solve problems in the world around them. Examples and problems produce a sense of relevancy for geometry. Applicable to BSAP geometry and problem solving objectives.
2. Motivational math instruction methods and techniques should provide for active involvement of students in the learning process and drill (after concept and skills are learned) that is couched in games and novel approaches where possible.	MATH MATTERS (5-8)	This series contains lessons on basic math concepts designed to deal with lack of interest in math and gaps in knowledge that sometimes accompany students into junior high school. Program follow-up activities suggest involving manipulative materials, measurements, games, and creation of designs. Applicable to BSAP mathematical concepts objective.
3. Improvement in basic math skills.	MODERN MATH (5-8)	This series is designed to develop rational number ideas concerned with four basic operations as applied to fractions and decimals. Applicable to BSAP mathematical operations objective.

	MATH MATTERS (5-8)	MATH MATTERS deals with fundamantal mathematical concepts. Programs are designed to revitalize interest in math, and to develop and/or reinforce basic understandings and skills for those students entering junior high school who have been turned off by the subject.
4. Improvement in measurement skills.	MEASUREMETRIC (4-6)	MEASUREMETRIC provides a welcomed resource for teaching metric concepts missed along the way. The series presents metric information sequentially in three major areas: readiness, awareness and conceptual development. Applicable also to BSAP mathematical measurement objective.
	VOYAGE OF THE MIMI (3-7)	Series is a continuing dramatic story dealing with the adventures of a group of young people doing whale research in the Northwest Atlantic. Segments deal with scientific and mathematic concepts encountered in the drama.
	THE METRIC SYSTEM (5-8)	THE METRIC SYSTEM emphasizes metric units of length, volume, and weight and helps the viewer accept with ease the use of the metric system of measurement. Applicable to BSAP mathematical measurement objective.

Level: Secondary

Defined Minimum Program: A. Three courses of math leading to a post high school study consisting of algebra I, geometry and algebra II. B. Two courses of General Math; remedial instruction if ten percent or more of general math students are three years or more behind basic skills for their grade. Mathematics objectives adopted under The Basic Skills Assessment Program: Concepts, operations, measurement, geometry, problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Improvement of geometry skills.	LANDSCAPE OF GEOMETRY (8-10)	This series shows students how geometry is used to solve problems in the world around them. Examples and problems produce a sense of relevency for geometry. Applicable to BSAP geometry and problem solving objective.
2. Improve basic math skills.	MODERN MATH (5-8)	MODERN MATH emphasizes one concept or method per lesson in developing ideas concerned with four basic operations as applied to fractions and decimals. Series may be useful in remedial math courses. Applicable to BSAP mathematical operations objective.
	A READING APPROACH TO MATH (9-12)	The series assists in teaching basic math skills to students who have consistantly found mastering elementary math skills extremely difficult. Assists students of all ability levels to interpret and solve written mathematical problems. Applicable to BSAP mathematical problem solving objective.
Supplemental/Enrichment Resources		
	GEOMETRY (10-11)	Geometry must be offered in meeting the DMP in high schools. GEOMETRY strengthens geometry courses by helping students achieve mastery of basic theorems. The series contains most of the content of a basic course in geometry and is designed for the average student. Applicable to BSAP geometry objective.

Subject Area: Natural Science

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies, and health.

Curriculum Need	Series (Grade Level)	Comments
1. Promote awareness and appreciation of natural science.	UP CLOSE AND NATURAL (1-4)	Students are given an opportunity to sharpen their observation skills and interest in nature.
	ZOO NOTES (K-6)	ZOO NOTES is designed to provide elementary students with enrichment experiences in the area of natural science and to promote understanding of the purpose and operation of a zoo. Especially noted are the contribution of zoos to the protection of rare and endangered animals.
2. Improve quality and amount of classroom science experiences. Lack of background in science skills and concepts make many elementary teachers uncomfortable in this subject area. Science experiences, therefore, are kept to a minimum.	DRAGONS, WAGONS, & WAX (1-3)	This series draws experiences from all areas to help students become aware of the total environment, their place in it, and the interrelationships of all living things. Stories, songs, and real-life experiences help to make scientific knowledge more easily understood, remembered and used.
	ANIMALS & SUCH (3-4)	ANIMALS & SUCH is a high-interest, non-sequential series which can enrich science instruction. It emphasizes ecological concerns and deals with living specimens in their own environment.
	ATOMS AND MOLECULES (4-6)	This series on PHYSICAL SCIENCE uses computer generated graphics, animation, demonstrations and models to explain how atoms form molecules, the building blocks of matter. Emphasis is upon how physical and chemical changes come about to create new substances.
3. Provide more indoor and outdoor laboratory experiences. Science at this level is usually only a "read-about-science"- heavily textbook oriented.	START HERE (4-7)	START HERE shows students how to undertake classic experiments of physics that lead to an understanding of basic physical phenomena, and place scientific discoveries in their historical context. The experiments make use of equipment and substances found in every home or school.
4. Recognize the interdisciplinary nature of science. Many science skills and concepts are related to those of other subject areas such as health.	ALL ABOUT YOU (2-3)	ALL ABOUT YOU is a series that integrates science and health instruction. The series presents a picture of what a human being is and promotes an understanding of how people grow and develop physically and mentally.
5. Increase interest in the study of science.	FEATHERBY'S FABLES (1-2)	The overall objective of FEATHERBY'S FABLES is to create an environment in the classroom in which the exploration of basic science concepts is exciting and attractive to both the primary level student and teacher. The programs are designed as a motivational tool to stimulate student interest.
	VOYAGE OF THE MIMI (3-7)	Reflecting the national concern about science and mathematics education, the goal of THE VOYAGE OF THE MIMI is to increase children's understanding of science, mathematics and technology and to convey that science is an exciting and rewarding human

4. Increase interest in the study of science.	VOYAGE OF THE MIMI (3-7)	Reflecting the national concern about science and mathematics education, the goal of THE VOYAGE OF THE MIMI is to increase children's understanding of science, mathematics and technology and to convey that science is an exciting and rewarding human enterprise. In the process of joining a crew on the ketch MIMI in search of whales, they will: - observe the interrelationships of physical and life sciences. - expand their practical knowledge of mathematics and measurement. - see first-hand how modern technology assists in science and math problem solving.
	LIFE SCIENCE (7)	Programs provided on scientists at work allowing students to observe tools and procedures used in making scientific advances. enterprise. In the process of joining a crew on the ketch MIMI in search of whales, they will: - observe the interrelationship of physical and life sciences. - expand their practical knowledge of mathematics and measurement. - see first-hand how modern technology assists in science and math problem solving.
	3-2-1 CONTACT (4-6)	3-2-1 CONTACT is an effort to use television to arouse the innate curiosity of children in the natural and technological world and to gently draw them into science and technology.
6. Provide instruction on natural and social aspects of man's interrelationship with his environment.	S.C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended particularly for environmental studies.
	COMMUNITY OF LIVING THINGS (7)	Programs of this newly revised series stress four major themes: change, diversity, interrelationships, and energy.

Level: Middle-Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide resources and learning experiences not otherwise available. Science instruction in many middle-junior highs is still presented as a traditional textbook based program.	LIFE SCIENCE (7)	This series provides lessons not ordinarily duplicated in the school setting, such as time-lapse photography and microphotography.
	COMMUNITY OF LIVING THINGS (7)	Programs of this newly revised series stress four major themes: change, diversity, interrelationships, and energy.
2. Provide enrichment/supplemental experiences correlated to the content of the most commonly used textbooks.	WHAT ABOUT (7-8)	Series blends skills, concepts, attitudes and scientific understandings into a framework that emphasizes the process and concept of change.
3. Enrich classroom instruction by providing experiences relating to the long ago and the far away.	NATURAL SCIENCE SPECIALS (8)	Several lessons take students back into geological time to give an historical perspective to life science. This series provides non-sequential lessons on life science and earth science designed to inform students about biological and geological occurrences.

5. Provide more laboratory and field experiences.	START HERE (4-7)	START HERE shows students how to undertake classic experiments of physics that lead to an understanding of basic physical phenomena, and place scientific discoveries in their historical context. The experiments make use of equipment and substances found in every home or school.
	ABOUT SCIENCE (7-12)	This is a series of 40 short, simple concept units for students in intermediate, junior and senior high school. The setting is the top of the laboratory table. Units range from four to eight minutes in length, and consist of a scientific experiment or demonstration of a scientific principle or concept.
6. Make science instruction relevant to students' interests and needs.	WHAT ON EARTH? (8)	WHAT ON EARTH? compliments the teacher's classroom instruction by concentrating on experiences that help students develop more abstract concepts.
	THE UNIVERSE AND I (8)	THE UNIVERSE AND I helps teachers by taking students beyond classroom walls and giving them exposure to the real drama of the natural world. The series includes a wide variety of ideas for student activities to round out the telecasts. Film footage from NASA's library and well-known space actors are used to develop high interest programs about broad earth science concepts.
7. Promote nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.
Supplemental/Enrichment Resources		
	S.C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended particularly for environmental studies.
	THE HUMAN COMMUNITY (6-10)	The series focuses on the growing importance of environmental issues in science. The programs focus on contemporary environmental problems and explore the effects of technology upon ecological concerns, illustrating conflicts between economic needs and environmental issues.

Level: Secondary

Defined Minimum Program: Grades 9-12, biology, chemistry, and physics are among the course offerings which will be included every year. Schools (grades 9-12) with enrollments of 400 or less may alternate chemistry and physics. At least 20 percent of instructional time in all science subjects shall be devoted to student-centered laboratory experiences. All accredited high schools will include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Enrich classroom instruction as well as suggest a variety of laboratory experiences.	BIOLOGY & ECOLOGY (10)	BIOLOGY provides non-sequential material that can be utilized by the teacher as either basic or enrichment material. Appropriate follow-up activities are outlined in the accompanying teacher's guide.
	ABOUT SCIENCE (7-12)	The setting for ABOUT SCIENCE is the top of the laboratory table. Short, single concepts on scientific experiments or demonstrations of scientific principles are presented.
	PHYSICAL SCIENCE (9)	Included in the lessons are demonstrations of several basic student activities such as density, distillation and levels.

	INTRODUCING BIOLOGY (10-12)	Series focuses on the viewer by developing an appreciation of the intricate human body. The living world of animals and plants around the viewer is related to human existence, to help the student realize the unity of all life forms.
	SEARCH FOR SOLUTIONS (9-12)	Programs demonstrate or describe how scientific principles apply to solve practical scientific problems.
2. Provide reinforcement of textbook content to improve mastery of basic concepts.	PHYSICAL SCIENCE (9)	This series is useful as a supplemental resource to many physical science textbooks. Lessons are scheduled to allow time for teacher presentation of concepts not included in series.
	DIMENSIONS IN SCIENCE: CHEMISTRY (10-12)	This series was created specifically to aid teachers and students in connecting classroom theory with the chemistry of everyday life and industry. It amplifies classroom experiments by showing how our economy functions on the same principles. With it, students are helped to see beyond cloudy chemical mixes to the wider world outside.
	DIMENSIONS IN SCIENCE II: PHYSICS (10-12)	Series focuses on a fundamental curriculum. It is designed to generate a sense of excitement in scientific discovery by showing how scientists themselves view their work.
	HOMEOSTASIS (10-12)	HOMEOSTASIS explores the internal systems of balance and regulation in animals. With the help of computer animation, sequences illustrate how the body deals with changing conditions such as high and low temperatures, and how the shortage (or excess) of fluids is adjusted and regulated.
	WAVE PARTICLE DUALITY (10-12)	This series traces the development of the various theories advanced to explain the behavior of light from the concepts of the ancient Greeks to the proven models of today.
	ENERGY FLOW (10-12)	ENERGY FLOW encompasses one of the principal themes of any biology course: the flow of energy throughout the world of living things. Central to this concept is the process of photosynthesis, without which life could not exist. This series also deals with the flow of energy in organisms within a cell, and the role of the energy flow in our agricultural system. The series concludes with a look at energy flow in the biosphere.
Supplemental/Enrichment Resource		
	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended particularly for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Environmental Studies course.
	THE HUMAN COMMUNITY (6-10)	The series focuses on the growing importance of environmental issues in science. The programs focus on contemporary environmental problems and explore the effects of technology upon ecological concerns, illustrating conflicts between economic needs and environmental issues.

Subject Area: Social Studies

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Develop skills needed to understand and to effectively participate in the everyday world.	IT'S A RAINBOW WORLD (K-1)	IT'S A RAINBOW WORLD presents beginning social studies concepts for kindergarten and first grade. The programs, which are based on family life, show everyday situations that five, six and seven-year-olds experience. As children learn about themselves, their families and the world around them, they develop the skills necessary to understand and participate effectively in their world.
	GROWING UP/GROWING OLDER (3-6)	GROWING UP/GROWING OLDER is one experience we all share. Welcoming students into this thought-provoking program should encourage them to develop positive attitudes about aging and older people in general.
2. Provide opportunities to: -gain knowledge of our history. -profit from our experiences. -build on our heritage. -apply fundamental social studies concepts to our daily lives.	UNDER THE BLUE UMBRELLA (1)	From this series the first grade student will gain fundamental social studies concepts from the areas of geography, history, economics and political science. This foundation will assist the student in beginning the acculturation process.
	UNDER THE YELLOW BALLOON (2-3)	Series presents basic social studies concepts in a developmental manner using an expanding environmental approach. The child, his family, home, community, the state, the country and the world will all be interrelated to present concepts from each of the social studies disciplines.
	SANDLAPPER'S CORNER (3)	SANDLAPPER'S CORNER will provide students with an introduction to South Carolina and the foundations needed for later study of this state.
	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporary southern Black family and the role Black folklore plays in their daily lives.
	AMERICA COUNTS (4-12)	This series depicts the feelings and attitudes of different Americans toward their country in an attempt to help students discover the meaning of being an American.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation.
	THE AMERICAN FRONTIER (6-12)	THE AMERICAN FRONTIER, hosted by Charlie Jones and Merlin Olsen is an unusual series of sixteen short television vignettes depicting the colorful legends and history of the old West, as well as its important characters and events.
3. Increased knowledge of the everyday workings of our economic system. A significant proportion of our population cannot make change and effectively manage their personal finances.	COMMON CENTS (1-2)	The basic objective throughout all five COMMON CENTS programs is to show how people are interdependent and to discuss this in economic terms. The series aids students in understanding how economics is a real part of their daily lives.

	PENNYWISE (1-3)	Puppetry and dramatization are the vehicles used in the series to demonstrate essential economic fundamentals.
	TRADE-OFFS (4-6)	This series increases knowledge of economics, aids in building skills in using economic concepts and motivates an interest in the economic world.
	GIVE & TAKE (6-8)	GIVE & TAKE assists students in development of economic understandings and decision-making skills.
4. Knowledge of the geography of our community, state, nation and world as it relates to the development of our society and as it influences our environment.	FINDING OUR WAY (4-8)	Through careful sequencing, the series introduces, develops, and reinforces such concepts as position, direction and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	ODYSSEY (4-6)	ODYSSEY carries students along on an exploration of the Antarctic and Arctic regions of the world, examining their climate, physical and biological features and history.
5. Provide instruction on natural and social aspects of man's interrelationships with his environment.	S. C. NATURESCENE (6-10)	NATURESCENE is a series of programs that explore nature in South Carolina. Programs are taped on location in a variety of interesting locations and are recommended particularly for biology and environmental studies.

Supplemental/Enrichment Resources

AUNT HARRIET'S MAGIC HATS (K-3)	Series introduces thirteen community workers -- their roles, duties and responsibilities, job locations and their relationships to others in the community.
WHAT'S IN THE NEWS? (4-6)	This weekly current events series demonstrates to students that the news can teach them more about the world in which they live. From the series, students learn to think of the news as a means of developing new interests or of pursuing the interests they already have.
THE CLYDE FROG SHOW (1)	Programs of this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
CELEBRATE (K-2)	CELEBRATE explores the reasons why we have holidays and how they are celebrated.
TUNED IN (6-8)	TUNED IN encourages viewers to analyze and to evaluate what they see and hear on television and to explore how television fits into their lives.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly. Eighth grade social studies must include South Carolina history as it relates to the United States.

Curriculum Need	Series (Grade Level)	Comments
1. Develop critical thinking skills in learning who we are and how we got that way.	WHAT IS . . . ? (6-12)	WHAT IS . . . ? is an exploration of the nature of history itself. Series explores fundamental concepts of various academic areas, e.g. history, economics, anthropology, geography, archeology, etc. and provides objective criteria which enable students to become critical thinkers about each of these disciplines and about the world around them.
2. Provide opportunities to gain knowledge and appreciation of our history, so students can profit from our experiences and build on our heritage.	THE AMERICAN FRONTIER (6-12)	THE AMERICAN FRONTIER, hosted by Charlie Jones and Merlin Olsen is an unusual series of sixteen short television vignettes depicting the colorful legends and history of the old West, as well as its important characters and events.

	THE PALMETTO SPECIAL (8)	This new series aids teachers in meeting the defined minimum program requirement to teach South Carolina History in an exemplary manner. The series takes students throughout the state to observe dramatic reenactments of events that helped shape our destiny.
	GETTIN' TO KNOW ME (4-8)	GETTIN' TO KNOW ME is about a contemporary southern Black family and the role Black folklore plays in their daily lives.
	AMERICA COUNTS (4-12)	This series depicts the feelings and attitudes of different Americans towards their country in an attempt to help students discover the meaning of being an American.
	OUR STORY (6-12)	Programs are designed to motivate students to appreciate and better understand events, people and places important to the development of our nation.
	TRULY AMERICAN (4-8)	This series helps students become aware of their heritage and to appreciate it through biographical treatment of famous 20th century Americans.
	AMERICAN LEGACY (5-6)	AMERICAN LEGACY explores significant historical events, personalities, and economic and cultural foundations of our nation, focusing on selected geographical areas.
3. Knowledge of geography of our community, state, nation, and world as it relates to the development of our society and as it infuences our environment.	FINDING OUR WAY (4-8)	Through careful sequencing the series introduces, develops, and reinforces such concepts as position, direction, and distance on the earth's surface. Students are taught how to read and interpret map and globe information for a better understanding of any social studies curriculum.
	UNDERSTANDING OUR WORLD (4-6)	This series aids students in developing many social understandings by making them aware of the importance of geography in the world around them. The improvement of map and globe skills is a part of this interesting course.
	ODYSSEY (4-6)	ODYSSEY carries students along on an exploration of the Antarctic and Arctic regions of the world examining their climate, physical and biological features and history.
4. Increased knowledge of everyday workings of our economic system.	TRADE-OFFS (4-6)	Series considers fundamental economic problems relevant to everyday life. TRADE-OFFS significantly improves student's knowledge of and attitudes toward economics.
	GIVE & TAKE (6-8)	GIVE & TAKE assists students in development of economic understandings and decision-making skills.
5. Enhance understanding of world cultures.	WORLD CULTURES (7-8)	WORLD CULTURES is designed to help young people see three very different cultures through the eyes of the people who are part of them, and understand the concepts of interdependence and global culture.
6. Provide instruction on natural and social aspects of man's interrelationships with his environment.	S.C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
	THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth use/storage of chemicals, present and future energy sources and human manipulations of organisms/environment.
Supplemental/Enrichment Resources		
	NEWS (7-12)	Through interviews with prominent personalities, students gain insight into the various news media, news gathering techniques, news selection and aspects of public opinion and propaganda.
	TUNED IN (6-8)	TUNED IN encourages viewers to analyze and to evaluate what they see and hear on television and to explore how television fits into their lives.

Level: Secondary

Defined Minimum Program: A school program will include each year:
A. U.S. History and Constitution
B. Economics and American Government
C. Three other courses in the approved social studies area
D. All accredited high schools shall include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Develop critical thinking skills in learning who we are and how we got that way.	WHAT IS . . . ? (6-12)	WHAT IS . . . ? is an exploration of the nature of history itself. Series explores fundamental concepts of various academic areas, e.g. history, economics, anthropology, geography, archeology, etc. and provides objective criteria which enable students to become critical thinkers about each of these disciplines and about the world around them.
2. Knowledge of our history. An understanding of our heritage, laws, institutions and ideals is needed as a foundation for changing and strengthening our present society and government.	THE AMERICAN FRONTIER (6-12)	THE AMERICAN FRONTIER, hosted by Charlie Jones and Merlin Olsen is an unusual series of sixteen short television vignettes depicting the colorful legends and history of the old West, as well as its important characters and events.
	WAYS OF THE LAW (10-12)	WAYS OF THE LAW programs are designed to acquaint students with those areas of the law with which they are likely to come in contact as adults. The overall objective is to enhance their survival skills and thereby make them more productive citizens.
	AMERICA COUNTS (4-12)	This series depicts the feelings and attitudes of different Americans towards their country in an attempt to help students discover the meaning of being an American.
	OUR STORY (6-12)	Programs are designed to motivate students to appreciate and better understand people, events and places important to the development of our nation.
	EQUAL JUSTICE UNDER THE LAW (10-12)	This series demonstrates how the far-sighted opinions of the U. S. Supreme Court under Chief Justice John Marshall, from 1801 to 1835, shaped the course of America. Landmark cases in his courtroom which defined powers of the judiciary and the federal government are presented.
	ECONOMICS OF TAXATION (9-12)	The series is designed to teach students how taxes impact the economy of the United States and its citizens. Programs focus on the U.S. tax structure, the reasons for taxes, how taxes influence inflation and unemployment and what are "fair" taxes.
	UNDERSTANDING OUR TAXES (9-12)	This series is designed for use in business classes, such as bookkeeping, business mathematics and accounting. Because the topic affects all students, teachers are introducing it successfully into their courses. Recommended also for courses in: social science work study programs, history, government, civics, economics, distributive education and vocational agriculture.
	OLD WORLD BACKGROUND (7-12)	This series begins with pre-historic man and moves through the development of Asiatic and European cultures giving the student a better understanding of the beginnings of this nation and our world today.
	AMERICA (9-12)	AMERICA will help students capture the flavor of the American experience, relate it to their own lives and, hopefully, obtain meaning and guidance for today and the future.
	U. S. HISTORY (9-12)	From U.S. HISTORY students will gain a knowledge of key people, events and issues that have been important to the development of America.

3. Attainment of the level of knowledge, skills and understandings necessary to participate constructively in a democratic society.	NEWS (7-12)	Through interviews with prominent personalities, these programs give insight into various news media, news gathering techniques, news selection and aspects of public opinion and influence.
	OLD ENOUGH TO CARE (10-12)	OLD ENOUGH TO CARE deals with the perspective and issues of aging. The dramatic format brings four very different people together who are trying to make decisions about their future, two elderly and two teenagers. Through mutual exploration and respect, the generation gap is breeched and issues related to aging are developed and understood.
4. Enhance understanding of world history and world cultures.	NEWSCAST FROM THE PAST (9-12)	This series presents a global concept of history that allows for a horizontal view of the world within a specified period of time (40 years within a given century).
	SAUDI ARABIA (9-12)	SAUDI ARABIA examines the history, culture and the peoples. . . a comprehensive look at this important land. . . and the questions and challenges it poses.
5. Understanding of the structure and operation of local and state government.	MAKING GOVERNMENT WORK (11-12)	The series is designed to familiarize high school students with the functions of state and local government, state and federal administrative agencies and inter-governmental relations.
6. Increased knowledge of the everyday workings of our economic system.	AMERICAN ENTERPRISE (11-12)	AMERICAN ENTERPRISE examines the economic history of the United States and focuses on five key elements in America's economic growth--land, people, innovation, organization and government. The host/narrator for this series is actor William Shatner.
	TRADE-OFFS (4-6)	Many programs from TRADE-OFFS are appropriate for intermediate grades and/or secondary grades. The series increases knowledge of economics and builds skills in use of economic concepts.
	GIVE AND TAKE (6-8)	GIVE AND TAKE assists students in development of economic understandings and decision-making skills.
7. Improve ability to solve economic problem/issues.	IMPROVING ECONOMICS REASONING (9-12)	Each of the project's eight instructional units will emphasize application and systematic thinking. The economic reasoning methodology will be apparent enough so that students completing a unit will learn a more general reasoning structure to be applied in working through problems/issues using the appropriate tools of economics. This series curriculum package contains teacher and student materials and microcomputer programs requiring 64K memory.
8. Provide instruction on natural and social aspects of man's interrelationship with his environment.	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Environmental Studies course.
	THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth use/storage of chemicals, present and future energy sources and human manipulations of organisms/environment.
9. Increased knowledge about microcomputers and other new technologies and their application to society.	FAST FORWARD I, II (6-12)	FAST FORWARD I and II are a layman's antidote to future shock, de-mystifying and humanizing a complex technology. They focus on the technological advances in electronics and related areas that are changing the very way we communicate. The series reflects a positive attitude towards the computer and the potential that information technology has to alter our lives.

	SPEAKEASY (6-12)	The fundamentals and finer points of effective speech and debate are taught through the series. SPEAKEASY is designed to enrich social studies and language arts curricula in the junior and senior high school.

Subject Area: Environmental Studies

Level: Grades 1-12

Defined Minimum Program: Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on natural and social aspects of man's interrelationship with his environment.	UP CLOSE AND NATURAL (1-4)	Series emphasizes the close relationships of humans to nature and the importance of respecting the harmony and order of the natural world.
	THE HUMAN COMMUNITY (6-10)	The series embraces aspects of human population growth use/storage of chemicals, present and future energy sources and human manipulations of organisms/environment.
	S. C. NATURESCENE (6-10)	NATURESCENE is a series that explores South Carolina. Programs are taped on location and include history as well as natural history. The series is recommended for environmental studies.
	ENVIRONMENTAL STUDIES (9-12)	ENVIRONMENTAL STUDIES is a series of films and videotapes for an interdisciplinary program addressing the use and management of natural resources in South Carolina. Programs stand alone and may be used in any order as units in the Environmental Studies course.

Subject Area: Computer Education

Level: Elementary

Curriculum Need	Series (Grade Level)	Comments
1. Increase base level of knowledge about microcomputers and their application.	THE COMPUTER AND THE CROOK (3-6)	This program provides some very basic information about how computers work and their components in such a way as to de-mystify and overcome feelings of apprehension of them.
	COMPUTERBREAK (4-8)	This series acquaints the learner with the extent of computer integration into society, the history of computers, how a computer works, the importance of human thinking to the process, and the essential steps, statements, and commands to programming in BASIC. The last program applies the information gained in the first eleven programs, so that the learner can become an active participant in a computerized society.
	DON'T BOTHER ME, I'M LEARNING (5-12)	This series increases understanding about computing, and reduces viewer anxiety about using personal computers. It also demonstates the potential of the personal computer for enhancing work and entertainment, emphasizing that their use can be mastered by people of all ages.

	FAST FORWARD I, II (6-12)	FAST FORWARD I and II are a layman's antidote to future shock, de-mystifying and humanizing a complex technology. They focus on the technological advances in electronics and related areas that are changing the very way we communicate. The series reflects a positive attitude towards the computer and the potential that information technology has to alter our lives.
2. Increase understanding of computer use as a problem solving tool.	VOYAGE OF THE MIMI (3-7)	The television series presents a wide variety of scientific/ mathematical concepts in real-world settings. The related computer modules provide activities to develop specific knowledge and concepts introduced in the television series. The software games and activities extend concepts, and model real-world applications of computers and problem solving tools.

Level: Middle—Junior High—Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Increase base level knowledge about microcomputers and their application; reduce anxiety over being confronted with microcomputers.	DON'T BOTHER ME, I'M LEARNING (5-12)	This series increases understanding about computing, and reduces viewer anxiety about using personal computers. It also demonstates the potential of the personal computer for enhancing work and entertainment, emphasizing that their use can be mastered by people of all ages.
	FAST FORWARD I, II (6-12)	FAST FORWARD I and II are a layman's antidote to future shock, de-mystifying and humanizing a complex technology. They focus on the technological advances in electronics and related areas that are changing the very way we communicate. The series reflects a positive attitude towards the computer and the potential that information technology has to altes our lives.
2. Increase understanding of computer use as a problem solving tool.	VOYAGE OF THE MIMI (3-7)	The television series presents a wide variety of scientific/ mathematical concepts in real-world settings. Th e related computer modules provide activities to develop specific knowledge and concepts introduced in the television series. The software games and activities extend concepts, and model real-world applications of computers and problem solving tools.

Subject Area: Music, Drama and Dance

Level: Elementary

Defined Minimum Program: Grades 1-6, 40 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide experiences in extending and reinforcing the basic concepts in music education.	HARMONY (2-3)	From the HARMONY series students will gain an understanding of the performing arts - music, drama and dance. The series' objectives will focus on creating the arts, responding to the arts and living within the arts.
	TIME FOR SOUNDS IV (4-5)	TIME FOR SOUNDS IV explores the basic skills of music education. The series presents a direct teaching approach with additional contributions by music educators and performers from across the state and nation.
	MUSIC AND ME (3-4)	MUSIC AND ME actively involves the learner in a process of skills development through singing, listening, rhythmic expression and the playing of simple instruments. The series emphasizes a more complete musical experience and assists with the development of understanding and appreciation for music.

	MUSICAL ENCOUNTER (3-6)	This series transmits the joy and enthusiasm of those children playing musical instruments to their peers -- the viewers, and, exposes the viewing audience to the various sounds of musical instruments and fosters an understanding of the difficulties that challenge the players of each instrument.
	IT'S MAINLY MUSIC (4-6)	In this series Heather, a musician, and her three young friends, Kimberly, Justin and Nicholas, explore the components and various concepts of music. Together they discuss the importance of melody, harmony and rhythm. The programs include demonstrations of many different styles of music and a variety of musical instruments.
	GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.
2. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama and mime.	HOLIDAY SPECIALS (K-12)	HOLIDAY SPECIALS provides opportunities to experience the essence of life through the performing arts. Young people seldom have the opportunity of hearing an opera, a symphony, attending a ballet or a play, or observing artists at their work. Many such opportunities are provided through these specials. These programs include those of general appeal as well as seasonal interest.
	PASS IT ALONG (4-5)	Each program in the series features an artist who expresses himself in a different artistic medium but each artist is concerned with and inspired by the natural beauty of our environment. Topics covered are photography, dance, performance, painting, architecture, writing and music. The series blends scientific, artistic and environmental concepts.
	ARTS-A-BOUND (4-6)	ARTS-A-BOUND takes fifth and sixth grade students on field trips to where the arts are made, displayed or performed. The series helps students understand value and enjoy theater, dance, music and the visual arts by exposing them to the people, the process and the performance of all kinds of arts.

Level: Middle, Junior High and Secondary

Defined Minimum Program: Fine Arts--A fine arts program including music and art will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take the fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to experience performance in music, drama and dance.	EXPERIENCES IN MUSIC, DRAMA AND DANCE (7-12)	EXPERIENCES IN MUSIC, DRAMA AND DANCE helps strengthen the music curriculum at the secondary level through exposure to artistic performances in the area of music, drama and dance.
2. Provide skills necessary for beginning to play the guitar.	GUITAR (6-12)	This "how-to" series is designed to introduce basic guitar techniques to beginning guitar students.
3. Enrich classroom instruction as well as provide opportunities for experiencing extended artistic performances such as concerts, operas, musicals, ballets, drama and mime.	HOLIDAY SPECIALS (K-12)	HOLIDAY SPECIALS provides opportunities to experience the essence of life through the performing arts. Young people seldom have the opportunity of hearing an opera, a symphony, attending a ballet or a play, or observing artists at their work. Many such opportunities are provided through these specials. These programs include those of general appeal as well as seasonal interest.

Subject Area: Art

Level: Elementary

Defined Minimum Program: Grades 1-6, 40 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Promote an understanding of the arts as a means of expressing oneself, communicating with and learning about the world.	ARTS-A-BOUND (4-6)	ARTS-A-BOUND takes fifth and sixth grade students on field trips to where the arts are made, displayed or performed. The series helps students understand value and enjoy theater, dance, music and the visual arts by exposing them to the people, the process and the performance of all kinds of arts.
	ARTS EXPRESS (2-4)	This series explains the arts as a simple communications process—a way to express oneself, to send and receive messages. Throughout the series, graphic symbols are used to represent visual appearances, sound and movement.
	ARTSCAPE (4-6)	When art is introduced to children, something magical happens. The eight programs of ARTSCAPE recognize this, and lend a fresh new approach to teaching kids the basic concepts of visual art. The series itself is artistically superb, featuring original songs and electronic music in stereo, great works of visual art, and dazzling, advanced computer graphics. Art becomes real, fascinating and fun.
2. Provide assistance to schools not having specialized art teachers.	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps strengthen the teaching of art by providing classroom art experiences not available to the ordinary classroom. The series helps students to perceive qualities in people, objects and events, and learn to respond and use them in visual expressions. It also helps students discriminate among characteristics of art media.
3. Provide opportunities to explore art activities with basic drawing materials, e.g. pencils, chalk, crayons, pastels.	LETS DRAW (1-3)	This series is based upon the philosophy that drawing is a way of communicating one's thoughts and feelings to others and sometimes to one's self. It encourages children to express themselves graphically and gives them suggestions for doing so. Subjects chosen from presentations are slow-paced.
	THE DRAW MAN (3-7)	Young students seldom have the opportunity to observe a professional artist at work. In THE DRAW MAN, Paul Ringer provides students with clear and uncomplicated demonstrations in graphic design.

Subject Area: Fine Arts

Level: Middle and Junior High

Defined Minimum Program: Fine Arts--A fine arts program including music and art will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

Curriculum Need	Series (Grade Level)	Comments
1. Promote an understanding of the arts as a means of	ARTSCAPE (4-6)	When art is introduced to children, something magical happens. The eight programs of ARTSCAPE recognize this, and

expressing oneself, communicating with and learning about the world.		lend a fresh new approach to teaching kids the basic concepts of visual art. The series itself is artistically superb, featuring original songs and electronic music in stereo, great works of visual art, and dazzling, advanced computer graphics. Art becomes real, fascinating and fun.
	ARTS ALIVE (6-8)	Eight of the programs in ARTS ALIVE deal with the elements and processes of the visual arts, dance, music and drama. For each of these, one program examines the distinctive elements of which it is made, and one program shows how these elements are combined during the creative process. Five programs focus on the role of the arts in life and the value of arts to the individual and society.
2. Provide opportunities to explore art activities with basic drawing materials, e.g.: pencils, chalk, crayons, pastels.	THE DRAW MAN (3-7)	Young students seldom have the opportunity to observe a professional artist at work. In THE DRAW MAN, Paul Ringler provides students with clear and uncomplicated demonstrations in graphic design.
3. Opportunity to develop aesthetic judgement skills within the intermediate years. Opportunity to incorporate elements of art history and criticism in courses.	IMAGES AND THINGS (5-8)	IMAGES AND THINGS helps students discriminate among characteristics of art media. It also helps them perceive qualities in people, objects, and events, and learn to respond and use them in visual expressions.

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Opportunity to develop aesthetic and critical judgement skills and to incorporate elements of art history and criticism in courses.	VISIONS: ARTISTS AND THE CREATIVE PROCESS (11-12)	The words and works of more than 40 artists pull viewers into the heart of the creative moment. TV Ontario presents an extraordinary look at the process by which the artists shape an environment—a land, a sky, a people—to the demand of a very personal vision.

Subject Area: Health and Safety

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Promote improved health	HIGH FEATHER (4-8)	HIGH FEATHER is designed to teach children the value of good nutrition and motivate them to eat proper foods.
	POWERHOUSE (5-8)	Series focuses on broad health themes such as stress, competition, alcohol abuse and nutrition.
	CONRAD (6-9)	CONRAD is a basic health education resource dealing with physical health and disease prevention. Student participation activities are provided with each lesson in the teacher's guide to insure real understanding and practice of health concepts essential to development of good health.
	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.

2. Provide a progressive program of health instruction that is consistent with growth and development patterns of children.	ALL ABOUT YOU (2-3)	ALL ABOUT YOU is a series that integrates science and health instruction. The series presents a picture of what a human being is and promotes an understanding of how people grow and develop physically and mentally.
	THE INSIDE STORY WITH SLIM GOODBODY (3-5)	THE INSIDE STORY WITH SLIM GOODBODY deals with the human body and how to maintain it as a healthy organism.
	CONRAD (6-9)	Since life-styles are developed very early in life, the series shows the cause and rehabilitation from desease, thus allowing students to determine their own set of values regarding health. The choice of content was based on the documented need for more health information in various critical areas.
3. Promote safety habits.	CALLING ALL SAFETY SCOUTS (1-3)	This series provides vital safety concepts to children in a way that is both informative and fun. These magazine-format shows offer youngsters sound information and instruction in correct safety practices in the home, school, community and recreational environments. The series shows children how and where accidents occur, and sensible means of preventing them. It also offers many opportunities for participation-safety quizzes, and other games and activities are regular features.
	IT'S YOUR MOVE (1-6)	IT'S YOUR MOVE is designed to promote pedestrian and bicycle safety habits and to help all students develop sound attitudes toward safety practices in all aspects of life.
	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.
4. Provide instruction on child sexual abuse.	AN OUNCE OF PREVENTION (Child Sexual Abuse) (4-6)	This series is designed to provide vital, age-appropriate and broadly usable information on sexual abuse to children four through fourteen years of age. The programs should be used only after preview and the appropriate involvement of local school district or community groups.
5. The development of good mental health as an important component of health instruction.	INSIDE/OUT (4-7)	Series uses an approach to mental health which enables the child to consider, to feel, and to act upon the choices that bear on the quality and scope of his or her own life. INSIDE/OUT demonstrates quality experiences in positive mental health.
Supplemental/Enrichment Resources		
	MULLIGAN STEW (4-7)	This series examines calorie counting, fad diets, diet planing, food buying, food preparation, digestion, natural foods etc. MULLIGAN STEW aims to help students discover good health.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 250 minutes weekly, 9 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Promote improved health habits.	POWERHOUSE (5-8)	Series focuses on broad health themes such as stress, competition, alcohol abuse and nutrition.
	HIGH FEATHER (4-8)	HIGH FEATHER is designed to teach children the value of good nutrition and motivate them to eat proper food.
	SOUP TO NUTS (7-8)	This nutrition education series is designed to change poor food habits in regard to food selection by exploring values, attitudes, acquiring knowledge and skills.

2. Provide a progressive program of health instruction which is consistent with growth and development patterns of children.	CONRAD (6-9)	CONRAD is a basic health education resource dealing with physical health and disease prevention. Student participation activities are suggested to insure real understanding and practice of health concepts.
3. Provide instruction promoting good mental health-an important component of health instruction.	SELF INCORPORATED (5-8)	This series is designed to stimulate classroom discussion of some of the critical issues and problems of early adolescence such as life changes, sexual identity, cliques and drugs. Teachers, mental health workers, counselors and parents can make effective use of SELF INCORPORATED.
4. Promote safety habits.	IT'S YOUR MOVE (1-6)	IT'S YOUR MOVE is designed to promote pedestrian and bicycle safety habits and to help all students develop sound attitudes toward safety practices in all aspects of life.
	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.

Level: Secondary

Defined Minimum Program: Grades 9-12. A minimum of one unit of health education will be offered as an elective for 36 weeks in a school program. Health courses may be taught on a semester basis.

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction on contemporary health problems of the adolescent, emphasizing individual responsibility for one's health.	CONRAD (6-9)	Series content focuses on the critical health needs of the adolescent. Practical methods of improving and maintaining one's own health are emphasized.
	HERE'S TO YOUR HEALTH (9-12)	Series provides medical and health information on several major health problems of our society in an entertaining and straightforward manner. Topics covered include nutrition, dental care, drugs, alcoholism, mental health, heart disease and cancer.
2. Provide instruction promoting good mental health-an important component of health instruction.	ON THE LEVEL (8-12)	This series in personal and social growth is designed for secondary school students and is intended to be a part of a school system's comprehensive health education program. Topics covered include developing self concept, accepting feelings, managing conflict and coping with stress.
3. Promote safety habits.	SCHOOL BUS SAFETY (K-12)	SCHOOL BUS SAFETY promotes the safe use and driving of school buses by students.

Subject Area: Physical Education

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually.

Curriculum Need	Series (Grade Level)	Comments
1. Gain an awareness of body movement skills and control.	LEAPS AND BOUNDS (1-2)	In LEAPS AND BOUNDS, children in kindergarten through grade two demonstrate a noncompetitive, thinking approach to movement skills and a growing awareness of what they can do

with their bodies. The series moves from basic concepts of body awareness and control to locomotor skills, creative movement, tumbling, and more complex skills, such as striking a ball with a paddle.

Subject Area: Driver Education

Level: Secondary

Curriculum Need	Series (Grade Level)	Comments
1. Provide classroom teachers with driver education learning situations difficult or impossible to create in the classroom.	THE RIGHT WAY (9-12)	This series is designed to aid the classroom instructional phase of driver education and traffic education. Its objectives and content items are derived from what people do, on and off the highway, relating to the Highway Transportation System.

Subject Area: Career and Vocational Education

Level: 5-12

Defined Minimum Program: Each school's curriculum will include opportunities for aesthetic and creative experiences, career arts and personal development programs for all pupils for at least 150 minutes weekly. Introduction to career education is one of the electives that may be provided. Other exploratory experiences should be provided within the regular curriculum. These may be units of study, learning activities and/or mini-courses.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities for students to: —analyze personal interests, aspirations, values, aptitudes and abilities in terms of life roles and career options. —understand and appreciate the interrelationships of individual, family, consumer and occupational/career roles. —develop a positive self-image. —examine and appreciate the work ethic. —develop an appreciation and respect for all occupations and professions. —explore career/occupational options.	BREAD & BUTTERFLIES (4-7) SPACES (5-8)	The series is designed to promote student awareness of the interactive relationship between personal development, the environment, and life/career roles. Self-direction and self-improvement are stressed. The contribution of work to human dignity and a positive self-concept is emphasized. The series also promotes acceptance of resonsibility for personal behavior, personal relationships, and for life/career planning. Characters from different racial and social backgrounds are included. A variety of occupational areas are presented. This series is designed to encourage minority children to consider science and technology as career choices by highlighting accomplishments of Blacks, Hispanics, Asians and Native Americans in science. It presents profiles and facts in a fast-paced magazine format of mini-documentaries, animation and music. Mini-documentaries comprise 2/3 of each program and show portraits of minority scientists and students. Also presents historical contributions of minority scientists and future trends in science.

2. Provide instruction designed to promote student development of affective skills essential to occupational/career success.	FREESTYLE (3-6)	FREESTYLE is aimed at expanding the career awareness of 9 to 12 year olds. Knowledge of the world of work is promoted. The program focuses on behavioral strategies that students can master and use with success in various job/career related situations. Students are encouraged to explore various career interests without the limiting effects of sex-role stereotyping.
3. Provide instruction which promotes the development of decision making skills.	SELF INCORPORATED (5-8)	This series is designed to stimulate children's interest in dealing more effectively with the problems of adolescence such as making decisions, failure, disappointment, family communications and sex role identification.
4. Provide more effective and appealing instruction on technical concepts and principals supporting high technology.	PRINCIPLES OF TECHNOLOGY (10-12)	This series includes video presentations, hands-on laboratory and exercises to make learning effective and appealing for the vocational student. In a concrete and practical manner it shows how technical concepts and principles apply to the mechanical, thermal, electrical, and fluidal (e.g., hydraulic and pneumatic) systems that are the foundation of high technology.
5. Provide instruction which promotes computer literacy.	FAST FORWARD I, II (9-12)	FAST FORWARD I is devoted to the technological advances in electronics and related areas that are changing the ways we communicate. The series reflects a positive attitude toward the computer and the potential that information technology has to alter our lives. FAST FORWARD II is designed to help viewers understand some of the dramatic advances in computers and microelectronic technology. The FAST FORWARD series presents its material at high speed, like a tape recorder on "fast forward," in a manner that dramatically portrays the rate at which the technology is developing.
6. Provide instruction to help students find, get and keep a job.	MAKING IT WORK (9-12)	This series introduces the viewers to skills required for a job search, job acquisition and job survival.
Supplemental/Enrichment Resources		
	WORKSHOP HINTS (8-12)	This series shows how to handle selected tools properly and how to apply this knowledge to create practical and artistic products in wood.
	CAREER COUNSELING (9-12)	CAREER COUNSELING shows students how to prepare for their dream careers and how to find out about them. A special focus is on the kinds of jobs available and the kinds of people best suited for them.

Subject Area: Home Economics

Level: 5-12

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction which promotes nutritional knowledge and development of healthful food selection habits.	SOUP TO NUTS (7-8)	SOUP TO NUTS is designed to encourage student evaluation of personal food habits as well as teach nutrition concepts. The series leads students through the decision-making process by exploring food related values, attitudes, knowledge and actions. Nutritional alternatives, risks and outcomes are presented to guide students toward making sound decisions regarding foods throughout their lives.

2. Provide instruction which promotes effective functioning as a consumer within a complex economic system.	AMERICAN ENTERPRISE (10-12)	This series of five programs examines the organization of the economic system and explores the influences of land, innovation and government. Citizen/consumer interaction with and impact on the system is presented.

Subject Area: Guidance

Level: K-12

Curriculum Need	Series (Grade Level)	Comments
1. Promote the development of a positive self-concept in students.	INSIDE/OUT (4-7)	INSIDE/OUT teaches mental health instead of teaching about it. The effects of drugs, alcohol and tobacco, family living and communications skills are all approached through the affective lessons of this series.
2. Provide instructional resources to aid in teaching the concepts related to effective education and to assist teachers in development of their guidance and related skills.	INSIDE/OUT (4-7)	The effective approach of the series helps children to understand their own sadness, happiness, joy, fear, love and hate, and those feelings in others. The material in the guide will help teachers plan, create and meet the challenges of effective teaching.
3. Development of life-coping skills by children for dealing with the problems and challenges of living, changing, and growing.	SELF INCORPORATED (5-8)	SELF INCORPORATED serves as an effective guidance resource for the classroom teacher. A goal of the series is to stimulate children's interest in alternatives and potential solutions to issues confronting them.
	ON THE LEVEL (8-12)	This series in personal and social growth is intended to be a part of a secondary school's comprehensive health and education program.
4. Development by children of personal and interpersonal skills and attitudes essential to success in school and work.	THE CLYDE FROG SHOW (1)	This series helps students develop positive attitudes toward others and decision-making skills. Programs aid teachers in promoting good mental health--a basis for all intellectual, social and professional functionings.
	BREAD & BUTTERFLIES (4-7)	BREAD & BUTTERFLIES translates these needs into goals and objectives and then into content and learning activities. The series should help students see the connection between school and the real world.
5. Development of clearer concepts of successful work behavior.	BREAD & BUTTERFLIES (4-7)	
6. Facilitate the integration and teaching of guidance concepts into the curriculum.	BREAD & BUTTERFLIES (4-7)	All subject area teachers should find the series useful not only in meeting the career development needs of students, but also in enhancing the skills taught in class.

7. Assist school counselors in providing knowledge and skills which lead the student to a more positive self-concept.	SELF INCORPORATED (5-8)	The series emphasizes and reinforces the affective component of the guidance program; teachers will find ideas and concepts which they may use in their classrooms.
8. Develop knowledge and awareness of the work world.	BREAD & BUTTERFLIES (4-7)	Secondary students whose experiences have been deficient in some areas of career development will benefit from this series on adults at work.
	CAREER COUNSELING (9-12)	CAREER COUNSELING helps students prepare for their dream careers and to find out more about them. The kinds of jobs available and the kinds of people best suited for them is emphasized.

Subject Area: Education For The Handicapped

Level: K-12

Utilization of ITV and Radio Resources in the education of the handicapped must be on an individual pupil and/or class basis. The special education teacher should consider the level of functioning and interest level of the handicapped pupils and review the television and radio programs for those with appropriate content. Suggested uses include outlets for initial learning, reinforcing previously learned skills, enrichment and activities for teacher aides working with individuals or groups.

Curriculum Need	Series (Grade Level)	Comments
1. Provide for the effective implementation of the handicapped child's individualized education plan.	LETTER PEOPLE (1)	LETTER PEOPLE provides an interesting and exciting introduction to decoding skills essential to competency in listening, spelling, writing and reading skills. Applicable to BSAP decoding objective.
	READALONG (1)	READALONG uses animation, puppets and music to make learning to read fun. Repetition of words, phrases and sentences are put into meaningful and humorous situations that make activity stimulating even to reluctant learners. Applicable to BSAP decoding objective.
	THE CLYDE FROG SHOW (1)	Programs of this series are designed to help primary students understand and cope with their emotions. Situations commonly encountered by young children are presented.
2. Provide opportunity for handicapped students, to the maximum extent appropriate, to participate and be educated in the general education program. (Some examples may be; music, art and health.)		
MUSIC:	TIME FOR SOUNDS 4 (4-5)	Series is sequentially developed and explores basic music skills through a direct teaching approach.
	TIME FOR SOUNDS 5 (5-6)	
	EXPERIENCES IN MUSIC, DRAMA AND DANCE (7-12)	This series provides a variety of lessons which lend themselves to use as enrichment resources in general music programs.
ART	LET'S DRAW (1-3)	LET S DRAW is based upon the philosphy that drawing is a way of communicating feelings to others and sometimes to yourself. Subjects are popular ones and presentations are slowpaced.

	THE DRAW MAN (3-7)	Series provides students with clear and uncomplicated demonstrations in graphic design.
	IMAGES AND THINGS (4-7)	IMAGES AND THINGS helps students to perceive qualities in people, objects, and events, and learn to respond and use them in visual expression.
HEALTH:	INSIDE/OUT (4-7)	The series uses an approach to mental health which enables the child to consider, feel and act upon the choices that bear on the quality and scope of his own life.
	SELF INCORPORATED (5-8)	This series is designed to stimulate an interest in young adolescents to develop coping skills for dealing with some of the most critical issues and problems concerning them.
3. Provide for the vocational education needs of the handicapped child--specifically designed, if necessary, to meet his individual needs.	BREAD & BUTTERFLIES (4-7)	This career development series provides open-ended programs on self-clarification, interpersonal relationships, and human dignity. It also provides exposure to work in which one can earn a livelihood.
	FREESTYLE (3-6)	FREESTYLE provides knowledge about the world of work and about behavioral strategies that youngsters can master and use with success whenever they encounter a career-related opportunity or dilemma--in the summer or part-time job, at school, in the community, and in the home.

General Comment

If, in any district there are handicapped students who receive all their instruction at home, appropriate use could be made of open circuit from 8:00 a.m. to 3:00 p.m. and FRIDAY SPECIALS programs from 3:00 to 4:00 p.m.

FRIDAY SPECIALS: (Second Semester Only)

ARTS ABOUND
IT'S MAINLY MUSIC
MUSICAL ENCOUNTER
GROWING UP/GROWING OLDER
PASS IT ALONG
NEWSCAST FROM THE PAST
IT'S A RAINBOW WORLD

Subject Area: Substance Abuse

Level: K-12

Defined Minimum Program: Alcohol and Drugs. Through special instruction, an awareness will be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction will emphasize problems related to their use, pharmacological aspects and physiological effects upon the total community. Instruction will be offered in all schools of the state and will be studied and presented as thoroughly and in the same manner as all other required subjects.

Curriculum Need	Series (Grade Level)	Comments
1. Promote the development of positive self-concept among students.	INSIDE/OUT (4-7)	Emphasis in this series is on helping the whole child develop a personally effective lifestyle and on promoting the well-being of children.
2. Provide instruction to meet the DMP requirement to develop an awareness of the ill effects of alcohol and drugs.	INSIDE/OUT (4-7)	Programs from the series may be used to initiate study in substance abuse. Studies of the effects of alcohol, tobacco, and drug abuse can be approached through the effective lessons of INSIDE/OUT.

3. Promote the development of effective life-coping skills for dealing with such adolescent problems as substance abuse and peer pressure.	ON THE LEVEL (8-12)	This series can serve as a useful resource in stimulating interest in developing such skills as evaluation, decision making, risk confrontation and mediating. Such skills and a willingness to cope with issues and problems equip a person with alternatives for dealing with society.

Reference Table for IR Resources Applicable to Basic Skills Assessment Program (Act 631) Continuing Objectives

The Basic Skills Assessment Program (Section 1-a of Act 631 of 1978) has identified eleven continuing objectives in communication skills and five in mathematics. These objectives and applicable instructional radio resources are identified in the following table. Resources having Basic Skills Assessment Program applications are also identified under comments for each subject area and grade level in the main body of this booklet.

Table For Referencing IR Resources To Basic Skills Assessment Program (BASP)

Continuing Objective	Elementary	Middle/Junior High	Secondary
Reading			
Decoding and word meaning	SPELL DOWN (3-8)	SPELL DOWN (3-8) CATCH ON (6-8)	
Details	WE'RE ALL EARS (K-3) LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	
Main idea	WE'RE ALL EARS (K-3) READ ME THE COMICS (1-3) LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	LEARN TO LISTEN (4-6) LISTENING/4 (4-6)	
Analysis of literature		THE WORLD OF F. SCOTT FITZGERALD (9-12) SHAKESPEARE'S PROLOGUES (9-12)	THE WORLD OF F. SCOTT FITZGERALD (9-12) SHAKESPEARE'S PROLOGUES (9-12)
Mathematics			
Concepts	MATHEMATICS PLUS (2-3)		

Instructional Radio Resources

Subject Area: Language Arts*

Level: Elementary

Defined Minimum Program: Grades 1-3, 550 minutes; Grades 4-6, 500 minutes weekly.
*At least 50 percent of the instructional time in language arts for grades 5-6 must be devoted to the teaching of composition and grammar.
Basic Skills Assessment Program: reading objectives adopted under this program include decoding, word meaning, details, main idea, reference usage, inference, analysis of literature. Writing objectives are handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities.	THE BETTER TO LISTEN WITH (K-3)	This series is designed to develop awareness that listening is a positive act like reading (to distinguish it from hearing). It promotes the development of simple listening skills leading up to purposeful listening as a basis for remembering and understanding.
2. Develop the ability to listen for meaning.	READ ME THE COMICS (1-3)	These series represent a systematic development and entertaining approach to the teaching of listening skills. Great emphasis is placed on development of common reading skills: identifying details and main ideas, making inferences, listening for sequence and summarizing. Applicable to the BSAP details and inference objective.
	WE'RE ALL EARS (K-3)	
	TURN ON YOUR EARS (4-6)	
	LISTENING/4 (4-6)	Listening for meaning is a major thrust of this developmental listening series.Series emphasizes five major skills: identifying details and main ideas, making inferences, listening for sequence and summarizing. Applicable to the BSAP details and inference objective.
	LEARN TO LISTEN (4-6)	This developmental listening series stimulates active listening for sequence, details, comprehension, evaluation and enjoyment. Applicable to the BSAP details and main idea objective.
	OLD TALES AND NEW (K-3)	This series provides entertaining stories for listening with themes based on human dignity, understanding, and feelings. They are laced with humor, imagination and logic.
	MEET BARNEY BOOKWORM (4-6)	BARNEY BOOKWORM promotes reading for fun by dramatizing fourth through sixth graders' favorite stories. Barney ends the story at a moment of high suspense, motivating students to seek out the book for themselves in the library. All 16 titles to the series are available in paperback.
3. Develop appreciation of literature.	MYTHS AND LEGENDS (4-7)	Series dramatizes the origins of historic and literary myths and legends by placing them in the time frame of their creation and identifying their story in terms of existing beliefs, needs and understandings.
4. Encourage growth in all aspects of language acquisition.	SPEAK UP, SPEAK OUT (4-6)	Series emphasizes public speaking techniques throughout. It uses dramatic vignettes from well-known folklore and children's stories to point out the relationship between language and thought as they apply to the student's world of home and school.
5. Strengthen vocabulary.	SPELL DOWN (3-8)	
Supplemental/Enrichment Resources		
	ACT IT OUT (4-6)	ACT IT OUT will help children get excited about language and experience the pleasure and satisfaction of successful communication.

	AMERICAN FOLK TALES (4-6)	From this series children will gain a better understanding of their American heritage.
	SOUND IDEAS (8-12)	SOUND IDEAS is designed to instruct students in the production of audio tapes, thereby strengthening communications skills, language, research, and logic. It may be used as a preparatory activity for the National Public Radio Young People's Radio Festival.

Level: Middle and Junior High

Defined minimum Program: Grades 7-8, 250 minutes weekly.
1. At least 50 percent of the instructional time in language arts for grades 7-8 must be devoted to the teaching of composition and grammar.
2. Special instructions in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This may be offered either separate from or as part of the regular language arts program.
Basic Skills Assessment Program: reading objectives adopted under this program include decoding, word meaning, details, main ideas, reference usage, inference, analysis of literature.
Writing objectives are: handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities: the ability to listen for meaning, the ability to speak clearly and effectively and an appreciation of literature.	LEARN TO LISTEN (4-6)	This developmental listening series stimulates active listening for sequence, details,comprehension, evaluation, and enjoyment. Listening for meaning is a major thrust of this series. Applicable to the BSAP details, main ideas, and inference objectives.
	LISTENING/4 (4-6)	LISTENING/4 emphasizes five major skills: identifying details, identifying main ideas, making inferences, listening for sequence, and summarizing. The series is based on the concept that children will listen willingly and attentively to anything that intrigues, surprises or challanges them. Applicable to the BSAP details, main ideas and inference objectives.
	TURN ON YOUR EARS (4-6)	These ten programs will lead the teacher and students into an earnest, consistent attempt to maintain and improve listening skills and listening habits of all kinds. It promotes the courtesy of really listening while others speak.
	SPEAK UP, SPEAK OUT (4-7)	SPEAK UP, SPEAK OUT uses dramatic vignettes from well-known children's stories to point out the relationships between language and thought as they apply in the student's world at home and school.
	MYTHS AND LEGENDS (4-7)	Series dramatizes the origins of historic and literary myths and legends by placing them in their creation and identfying their story in terms of existing beliefs, needs and understanding.
2. Provide opportunity to apply reading skills taught.	MEET BARNEY BOOKWORM (4-6)	BARNEY BOOKWORM promotes reading for fun by dramatizing fourth and sixth graders' favorite stories. Barney ends the story at a moment of high suspense, motivating students to seek out the book for themselves in the library. All 16 titles to the series are available in paperback.
	WILD, WACKY,WONDERFUL WHIZBANG WORD EMPORIUM (6-8)	WORD EMPORIUM is a series designed to interest, entertain and excite students as it introduces them to the worlds of poetry and prose.
3. Strengthen vocabulary--there is a need to enrich vocabulary with a consistent program of vocabulary development.	SPELL DOWN (3-8)	SPELL DOWN is designed to promote activities which will increase the spelling expertise of students and to foster an interest in words, their roots, their meanings, and their use. Applicable to the BSAP word meaning objective.
	CATCH ON (6-8)	CATCH ON improves the understanding of word meaning and comprehension of the spoken word through use of contextual clues, morphological analysis, semantics and listening skills. Applicable to BSAP word meaning objective.

Supplemental/Enrichment Resources

	ACT IT OUT (4-6)	ACT IT OUT will help children get excited about language and experience the pleasure and satisfaction of successful communication.

Level: Secondary

Defined Minimum Program: Course opportunities with a maximum of six units including courses in remedial reading and English I, II and III will be offered. At least 50 percent of instructional time in courses used for graduation requirements must be devoted to the teaching of composition and grammar. Typical learning experiences to be provided include: communication skills, in-depth study of literature, creative writing, literature enjoyment and appreciation, oral and written self-expression, and instruction guaranteeing reading and writing skills.
Basic Skills Assessment Program reading objectives adopted under this program include: decoding, word meaning, details, main idea, reference usage, inference analysis of literature.
Writing objectives are: handwriting, mechanics, word usage, sentence formation and composition.

Curriculum Need	Series (Grade Level)	Comments
1. Strengthen non-testable abilities.	CONVERSATIONS WITH WILLIAM SHAKESPEARE AND CERTAIN OF HIS FRIENDS (9-12)	The series reveals Shakespeare--the man--showing how this artist commented on thoughts that are vital to our modern lives. Some of the subjects discussed are responsibility, love, war, morality, religion, lonliness, politics, hopes and humanism. The open-ended programs are intended to provoke individual thought.
2. Appreciate literature and drama.	SHAKESPEARE'S PROLOGUES (9-12)	The PROLOGUES provide an excellent orientation to the Shakespeare plays now under production by PBS television. Each program familiarizes the student with certain aspects of the plays: introduces them to the sound of the language of Shakespeare's plays; and should motivate them to want to see or read the play themselves. Applicable to the BSAP analysis of literature objective.
	SHAKESPEARE: PORTRAITS IN SOUND (9-12)	The PORTRAITS are, in fact, sound paintings or verbal images of Shakespeare and his life and times.
	THE WORLD OF F. SCOTT FITZGERALD (9-12)	This 16 half-hour series contains a documentary encompassing clusters of important themes of the life and literature of the 20's and 30's using Fitzgerald's experiences as focus. Applicable to the BSAP analysis of literature objective.

Supplemental/Enrichment Resources

	SOUND IDEAS (8-12)	SOUND IDEAS is designed to instruct students in production of audio tapes thereby strengthening communications skills, language, research, and logic. It may be used as a preparatory activity for the National Public Radio Young People's Radio Festival.

Subject Area: Foreign Language

Level: Secondary

Defined Minimum Program: All accredited high schools will include at least two years of foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses when not practical to offer two levels concurrently.

Curriculum Need	Series (Grade Level)	Comments
1. Diversify content of basic text.	FAMILIE BAUMANN I & II (9-12)	Series' provide German language instruction in two parts. Elementary and intermediate with commentary in the English language.

Subject Area: Mathematics

Level: Elementary

Defined Minimum Program: Grades 1-3, 225 minutes weekly; Grades 4-6, 250 minutes weekly.
Basic Skills Assessment Program: Mathematics objectives adopted under the Basic Skills Assessment Program are concepts, operations, measurement, geometry and problem solving.

Curriculum Need	Series (Grade Level)	Comments
1. Motivational math instruction. Active involvement of students in the learning process.	MATHEMATICS PLUS (2-3)	One of the objectives of MATHEMATICS PLUS is to make mathematics much more enjoyable and rewarding. The series should not be considered simply as enrichment--the topics discussed in each broadcast are clearly defined in the scope and sequence of most mathematics texts for grades two and three. Most of the student activities involve small group work and/or role playing. Applicable also to the BSAP Mathematics concepts objective.

Subject Area: Natural Science

Level: Middle and Junior High

Defined Minimum Program: Grades 1-3, 125 minutes weekly; Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comment
1. Make Science instruction more relevant.	TWENTIETH CENTURY SCIENCE (6-8)	Using drama and fantasy, these programs encourage students to investigate contemporary scientific issues. The series deals with significant scientific concepts and events that are shaping our thinking and our history.
2. Increased knowledge and appreciation of our environment and of the interaction of natural and cultural influences upon it.	PRIVATE EYE ON THE ENVIRONMENT (5-9)	This series of dramatic lessons deals with environmental problems around the world, from huge oil spills to worldwide famines. The stories are suspenseful, fast-moving and open-ended.

Level: Secondary

Defined Minimum Program: Grades 9-12, biology, chemistry and physics are among the course offerings which will be included every year. Schools (Grades 9-12) with enrollments of 400 or less may alternate chemistry and physics. At least 20 percent of instructional time in all science subjects will be devoted to student-centered laboratory experiences. All accredited high schools shall include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Enrich classroom instruction.	MAN AND MOLECULES (10-12)	This series presents Nobel Prize-winning chemists and other authoritative scientists in discussions of current and future issues of concern in science and society, health and medicine, the natural world, energy, environment and space.

Subject Area: Social Studies

Level: Elementary

Defined Minimum Program: Grades 1-3, 125 minutes weekly. Grades 4-6, 175 minutes weekly. Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to gain knowledge of our history so students can profit from our experiences, build on our heritage, and apply fundamental social studies concepts to their daily lives.	MAKERS OF THE AMERICAN REVOLUTION (4-9)	This series dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events. Among the themes dealt with are taxation, slavery, regulation of commerce and protest versus violent demonstration.
	OUR AMERICAN LEADERS (4)	Series whisks students back in history to hear "on-the-scene" quasi-interviews with thirty important figures in American history: explorers, nation-builders, humanitarians and leaders in science and the arts. Follow up activities emphasize analyzing events and conditions from the past.
	LIVING IN COLONIAL AMERICA (4-6)	Each program in this series focuses on a different aspect of everyday life during the Revolutionary War years, highlighted through use of music, narrative, vignettes and stories.
	WHO ARE THE AMERICANS (4-8)	Upper elementary students will be earwitnesses to the great change that took place in the texture of American life as millions of immigrants pushed their way across two oceans to partake of the fruits of the land of opportunity. Through dramatic portrayals of family groups of many nationalities, races and religions, students will gain an understanding of the aspirations and hardships involved in gaining a foothold in the new land.
2. Increased knowledge of the everyday workings of our economic system.	WHATCHA SEE IS WHATCHA GET (6-8)	This series presents consumer education programs which alert student listeners to the devices of the marketplace. The series is intended to create a sense of consumer awareness which will lead to wiser use of personal resources.
	IF YOU'VE GOT A DIME, YOU'VE GOT A CHOICE (4-6)	This series teaches aspects of consumer education particularly vital to youngsters in the marketplace, i.e. advertising claims.
	WISE CHOICES, II (4-6)	The lessons in this series are designed to create a sense of "wise consumer awareness" and involve the student in a variety of activities related to extending their consumer competencies.
	DEVELOPMENTAL ISSUES (9-12)	DEVELOPMENTAL ISSUES deals with the concepts and reality of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.

Level: Middle and Junior High

Defined Minimum Program: Grades 7-8, 200 minutes weekly. Eighth grade social studies must include South Carolina history as it relates to the United States. Enviornmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities to gain knowledge of our history so students can profit from our experiences, build on our heritage and apply fundamental social studies concepts to their daily lives.	MAKERS OF THE AMERICAN REVOLUTION (4-9)	MAKERS OF THE AMERICAN REVOLUTION dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events. Among the themes dealt with are taxation, slavery, regulation of commerce and protest versus violent demonstration.

	AMERICAN FOLK TALES (4-6)	From this series children will gain a better understanding of their American heritage.
	TWENTIETH CENTURY PRESIDENTS (9-12)	This series offers information which can provide perspective and a clearer picture of these presidents as politicians and as human beings. The material can also serve as a springboard for discussion and research.
	WHO ARE THE AMERICANS (4-8)	From this series students can gain appreciation of the great change that took place in the texture of American life as millions of immigrants came into our country. The series provides students with an understanding of the aspirations and hardships involved in gaining a foothold in the new country.
	OUR AMERICAN LEADERS (4)	Series takes students back in time to hear on-the-scene quasi-interviews with thirty important figures in American history.
2. Increased knowledge of the everyday workings of our economic system.	WHATCHA SEE IS WHATCHA GET (6-8)	This series presents consumer education programs which alert student listeners to the devices of the marketplace. The series is intended to create a sense of consumer awareness which will lead to wiser use of personal resources.
	DEVELOPMENTAL ISSUES (7-12)	Series deals with the concepts and realities of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.

Level: Secondary

Defined Minimum Program will include each year:
A. U.S. History and Constitution
B. Economics and American Government
C. Three other courses in the approved social studies area
All accredited high schools will include environmental studies as a part of the instructional program.

Curriculum Need	Series (Grade Level)	Comments
1. Attainment of the level of knowledge, skills and understanding necessary to participate constuctively in a democratic society.	INQUIRY: THE JUSTICE THING (9-12)	With the new age of majority comes the realization that instruction is needed at the high school level in American law and the American legal system. INQUIRY seeks to promote an understanding of the laws which govern our land. Series is guaranteed to promote discussion and debate and encourages students to explore their own personal values and ethics.
	MAKERS OF THE AMERICAN REVOLUTION (4-9)	This series dramatizes some of the great events and major themes of the Revolution through the stories of patriots who shaped the events.
	TWENTIETH CENTURY PRESIDENTS (9-12)	TWENTIETH CENTURY PRESIDENTS offers information which can provide perspective and a clearer picture of these presidents as politicians and as human beings. The material can also serve as a springboard for discussion and research.
	HATS IN THE RING (10-12)	The objective of this series is to focus upon eight presidential campaigns during the period 1800-1864 and thereby learn about the great issues of the times and the changes and developments in the American political system.
	IT'S YOUR WORLD (6-12)	IT'S YOUR WORLD leans heavily on social studies-related stories from excerpts of National Public Radio programs such as ALL THINGS CONSIDERED and other sources.
2. Increased knowledge of everyday working of our economic system.	DEVELOPMENTAL ISSUES (9-12)	Series deals with the concepts of reality of economic development in a global perspective. The program format is audio-magazine style, enabling each lesson to include a wide variety of materials.

3. Increased knowledge and appreciation of our environment and of the interaction of natural and cultural influences upon it.	PRIVATE EYE ON THE ENVIRONMENT (5-9)	This series of dramatic lessons deals with environmental problems around the world, from huge oil spills to worldwide famines. The stories are suspenseful, fast-paced and open-ended.
Supplemental/Enrichment Resources		
	WISE CHOICES, II (4-6)	The lessons in this series are designed to create a sense of wise consumer awareness and involve the students in a variety of activities related to extending their consumer competencies.
	IF YOU'VE GOT A DIME, YOU'VE GOT A CHOICE (4-6)	This series teaches aspects of consumer education particularly vital to youngsters in the marketplace, i.e. advertising claims.

Subject Area: Music

Level: Elementary

Defined Minimum Program: Fine Arts, Grades 1-6, 75 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide assistance to schools and to the classroom teacher in meeting the minimum standards.	CATCH A SOUND (1-3)	CATCH A SOUND will help teachers create a genuine love of music among primary students. The series is also designed to introduce concepts of music such as listening, rhythm, tempo, pitch, variation, timbre movement and dramatization.
	MOVING FREE (K-3)	The series is designed to supplement regular classroom rhythm programs by giving students the opportunity to experience the fundamentals of locomotion and simple rhythmic activity by moving creatively to music.
	UP TO YOUR EARS (5-6)	UP TO YOUR EARS was produced to provide the teacher and music specialist with music materials to which they might not have access, to encourage children to experiment with simple instruments.
2. Provide opportunity for students to explore music interests and to participate in general music programs.	THE MAN AND HIS MUSIC (5-9)	This radio series introduces its listeners to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week, and presenting highlights from his major works the following week.

Level: Middle and Junior High

Defined Minimum Program: A fine arts program, including music and art, will be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Each nine-week course must be scheduled for a minimum of 250 minutes weekly.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunity for students to explore music interests and to participate in general music programs.	UP TO YOUR EARS (5-6)	UP TO YOUR EARS was developed to provide classroom teachers and music teachers with supplemental instruction materials in music and to encourage students to listen to the sounds around them with more awareness than before. It encourages them to actually experiment with simple instruments of their own making to produce their own kinds of music. Folk music and electronic music provide the musical areas of study.
	THE MAN AND HIS MUSIC (5-9)	This radio series introduces the listeners to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week , and presenting highlights from his major works the following week.

Level: Secondary

Defined Minimum Program: A school program will include a minimum of two courses in the fine arts area.

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunity for students to explore music interests and participate in general music programs.	THE MAN AND HIS MUSIC (5-9)	This radio series introduces the listener to several great composers and their masterworks. The works are paired, dramatizing the life of a composer one week, and presenting highlights from his major works the following week.
Supplemental/Enrichment Rescources		
	MUSIC. . . WHAT ABOUT IT? (9-12)	This series was created for use by adults in and out of school. It should provide excellent supplemental material for any teacher involved in music, its designed purpose and effect on man's life.

Subject Area: Health and Safety

Level: Elementary

Defined Minimum Program: Grades 1-6, 75 minutes weekly, 36 weeks annually.
Environmental education is required as an integral part of science, social studies and health.

Curriculum Need	Series (Grade Level)	Comments
1. Provide progressive program of health instruction that is consistent with growth and development patterns of students.	HEALTHY, HAPPY AND WISE (1-3)	Learning how to have a good mind in a healthy body should begin early in the eduction of children. The series encourages young students to develop proper habits and attitudes to live a vigorous, sane, and exciting life. The series also is designed to stimulate class discussion and projects.
	HEALTHY, WELL-FED AND WISE (K-3)	In the primary grades, teachers are concerned with developing readiness for learning in many areas. Nutrition should be one of these areas. The series is an effective tool in teaching simple nutrition.

Subject Area: Career and Vocational Education

Level: Grades 4-12

Curriculum Need	Series (Grade Level)	Comments
1. Provide opportunities for students to: —analyze personal interests, aspirations, values, aptitudes and abilities in terms of life roles and career options	DISCOVER YOURSELF DISCOVER A CAREER (6-9)	This series concentrates on self-awareness and career awareness. Seven clusters of work are examined: business, communication, public service, health, transportation, construction, and theatre and fine arts.
—explore career/occupational options.	PEOPLEWORKS (6-9)	PEOPLEWORKS is a career education series designed to provide exposure to "real" people representing several broadly defined career complexes (people-works) who give insight not only into how they became a doctor, lawyer, merchant, chief, but also, and equally important, into the lifestyles that go with their careers. The purpose of the program is to help students become more career oriented so they think "career" as they function within the "people-works" of which they are now part, and as they make choices in regard to education, use of personal time and planning for the future.

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	SOUND IDEAS (8-12)	This series provides an introduction to the skills involved in the production of audio tapes.
2. Promote the development of consumer competence.	IF YOU'VE GOT A DIME, YOU'VE GOT A CHOICE (4-6)	This series teaches aspects of consumer education particularly vital to youngsters in the marketplace, i.e. advertising claims.
	WISE CHOICES, II (4-6)	The lessons in this series are designed to create a sense of "wise consumer awareness" and involve the student in a variety of activities related to extending their consumer competencies.
	WHATCHA SEE IS WHATCHA GET (6-8)	This series presents consumer education programs which alert student listeners to the devices of the marketplace. The series is intended to create a sense of consumer awareness which will lead to wiser use of personal resources.

Subject Area: Guidance

Level: Grades 1-6

Curriculum Need	Series (Grade Level)	Comments
1. Provide instructional resources to aid teachers in teaching concepts related to effective education.	LISTENING TO MY FEELINGS (1-3)	One aim of this series is to help children learn to listen closely to their feelings and to understand the true source and quality of their feelings. After listening, the students will be motivated to share personal experiences related to those on the programs leading to a greater understanding of emotion as common to most human beings.
	WHO CARES? (3-5)	These programs represent a request by teachers to: "Help us help our kids toward intelligent valuing. We need help with values clarification." These programs are designed to help students (with a paticular issue) to choose freely from alternatives after thoughtful consideration of the alternatives presented through the vehicle of social studies concerns.
	SPEAKOUT (4-6)	SPEAKOUT is designed to encourage students to discuss inner problems and conflicts, and to try to find solutions.

Subject Area: Education For The Handicapped

Level: Primary

Curriculum Need	Series (Grade Level)	Comments
1. Provide highly motivating effective reading instruction.	READ ME THE COMICS (1-3)	READ ME THE COMICS presents a view of pre-reading and early reading skills presented in a delightful format for young children. The series also encourages listening for comprehension and helps motivate students to do purposeful reading.
2. Provide opportunity for students to improve motor skills.	MOVIN' FREE (K-3)	The series is designed to supplement regular classroom rhythm programs by giving students the opportunity to experience the fundamentals of locomotion and simple rhythmic activity by moving creatively to music.

Subject Area: Substance Abuse

Level: Grades 1-3

Curriculum Need	Series (Grade Level)	Comments
1. Provide instruction for developing positive feelings, values and relationships.	TOOLS (1-3)	TOOLS is a series which departs from the usual approach to drug education. TOOLS is about the factors that influence young people in their decision making about anything-feeling as well as abilities, values as well as social pressures, circumstances as well as abilities. Programs put emphasis on trusting, learning to love, and accepting oneself and needs. The series aims to develop respect for nature and natural processes.